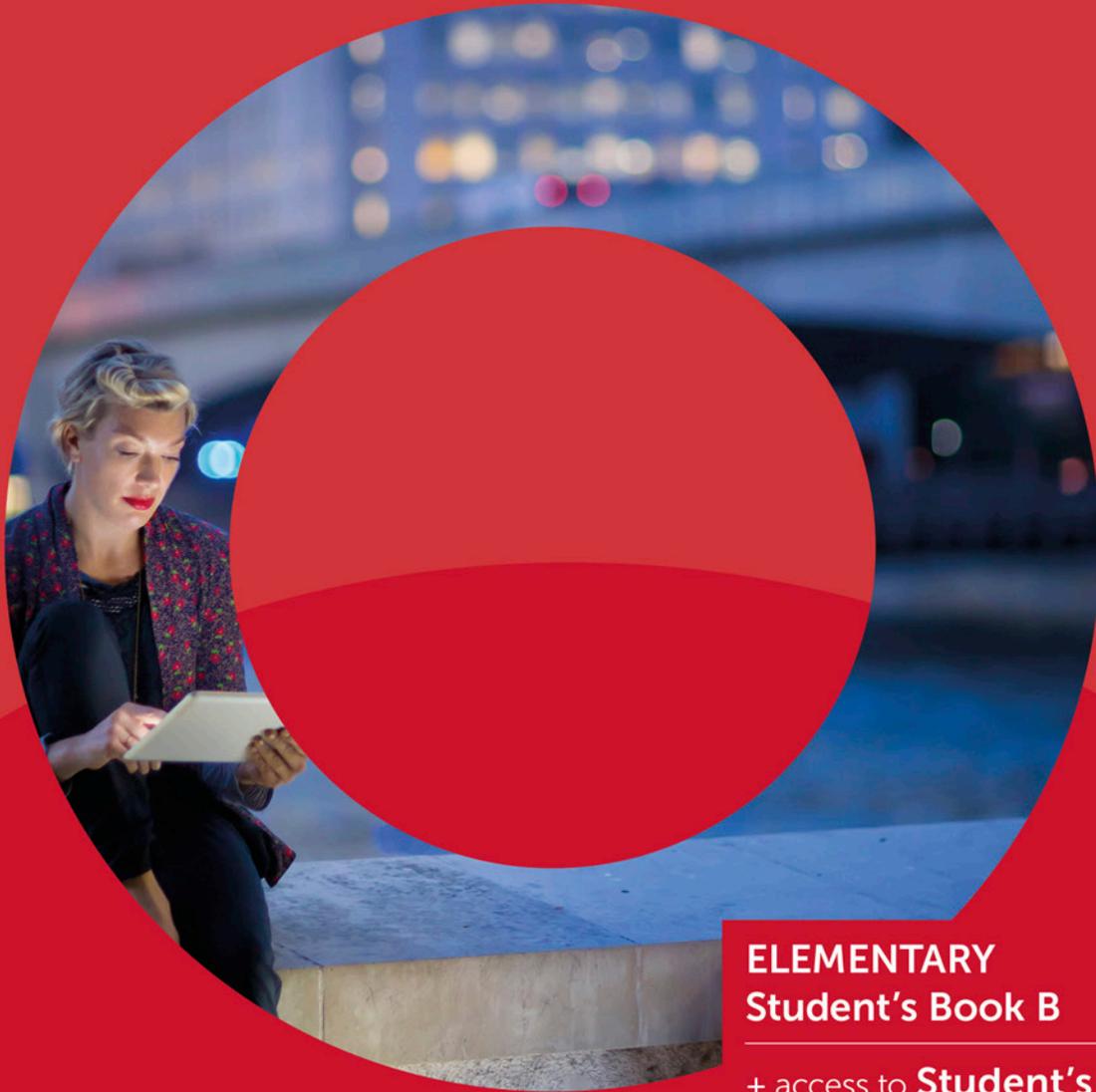


# Language Hub



**ELEMENTARY**  
**Student's Book B**

+ access to **Student's App**

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1

# ARRIVALS



I am a citizen of the world.

Socrates

A traveller watching the sun rise over a new city.

## OBJECTIVES

- talk about countries and nationalities
- ask and answer questions about a place
- talk about everyday items
- greet people and make introductions
- fill in a form with personal details

Work with a partner. Discuss the questions.

- 1 Where are you from?
- 2 Look at the picture. Which country is this?
- 3 What's your favourite city?

V countries and nationalities

P syllable stress

G present simple be: positive and negative



BOARDING PASS

**1** Helen/ Veronica Martinez      SEAT **3** 15A/50A

FROM Toronto      DATE 19<sup>th</sup> Feb

TO **2** Toronto/Mexico City      DEPARTS 9.45 am



## LISTENING

- A LISTEN FOR GIST** 1.1 Look at the picture and listen. Are the two women friends?
- B LISTEN FOR DETAIL** 1.1 Choose the correct options to complete the boarding pass. Then listen again and check.
- C LISTEN FOR KEY WORDS** 1.1 Listen again. Choose the correct words to complete the sentences.

Canadian   Mexico   Mexico City   names

- 1 Helen likes Spanish \_\_\_\_\_.
- 2 Veronica is from \_\_\_\_\_.
- 3 Helen is \_\_\_\_\_.
- 4 Helen's company is in \_\_\_\_\_.

**D SPEAK** Work in pairs. Introduce yourself to your partner.

A: *Hi. I'm Anton.*  
B: *Nice to meet you, Anton. I'm Katie.*

## VOCABULARY

Countries and nationalities

**A** Work in pairs. Look at the flight map. Match the numbers on the screen (1–4) with the countries in the box.

\_\_\_\_ Brazil   \_\_\_\_ Canada   \_\_\_\_ Mexico   \_\_\_\_ the USA

**B** Go to the **Vocabulary Hub** on page 146.

## PRONUNCIATION

Syllable stress

**A** 1.2 A syllable is a word or a part of a word that has only one vowel sound. Listen and repeat the words.

One syllable words	Two-syllable words	Three-syllable words	Four-syllable words
France	Japan	Canada	Canadian
French	China	Mexico	
	Chinese	Mexican	
		Japanese	

**B** 1.3 Add the words in the box to the table in Exercise A. Then listen, check and repeat.

Brazil   Brazilian   India   Indian   Spain   Spanish

**C** Underline the stressed syllables in the table in Exercise A. Use the information box to help you.

Syllable stress

In words with multiple syllables, one syllable is stressed more than others.

●● Japan   ●● China   ●●● Indian

## GRAMMAR

Present simple *be*: positive and negative

**A** 1.1 Listen to the conversation between Helen and Veronica again. Complete the conversation with 'm, 's or 'm not.

- Helen: Excuse me, is this row 15?
- Veronica: Yes. I'm in seat 15A.
- Helen: My seat is 15B. Hi, I<sup>1</sup> \_\_\_\_\_ Helen.
- Veronica: Nice to meet you. I'm Veronica Martinez.
- Helen: That<sup>2</sup> \_\_\_\_\_ a nice name. I like Spanish names.
- Veronica: Thanks, but I<sup>3</sup> \_\_\_\_\_ Spanish. I'm Mexican. I'm from Mexico. Where are you from?
- Helen: I<sup>4</sup> \_\_\_\_\_ Canadian, but I live in Mexico. My company's office is in Mexico City.
- Pilot: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

**B WORK IT OUT** Choose the correct options to complete the rules. Use the conversation in Exercise A to help you.

Present simple *be*

- 1 We use 'm, 's and 're to make **positive** / **negative** sentences with *be*.
- 2 We use 'm not, isn't and aren't to make **positive** / **negative** sentences with *be*.

**C** Go to the **Grammar Hub** on page 122.

**D** 1.4 Listen to Chloe introducing herself. Complete the introduction with the correct forms of *be*.



Hi, I<sup>1</sup> \_\_\_\_\_ Chloe.  
I<sup>2</sup> \_\_\_\_\_ from France.  
I often go to Germany to see my friend, Camille. We<sup>3</sup> \_\_\_\_\_ old friends.  
Camille lives in Berlin, but she<sup>4</sup> \_\_\_\_\_ German.  
She<sup>5</sup> \_\_\_\_\_ French like me. Her boyfriend,  
Luc<sup>6</sup> \_\_\_\_\_ German, but his mother and father<sup>7</sup> \_\_\_\_\_.  
They<sup>8</sup> \_\_\_\_\_ French.

**E** Write three sentences about nationality – two true, and one false.

*I'm Japanese. I'm not Chinese. My mother is Japanese.*

**F SPEAK** Work in pairs. Read your sentences from Exercise E. Guess which sentence is false.

A: *I'm Japanese. I'm not Chinese. My mother is Japanese.*

B: *You're Japanese. That's true. But your mother isn't Japanese. She's French!*

## SPEAKING

**A THINK** Imagine you are on an aeroplane. Choose the country you are from.

**B PLAN** You are going to introduce yourself to another passenger. Look at the model conversation and make notes on what you are going to say.

A: *Hello, is this seat 14B?*

B: *Yes, it is. I'm in seat 14A. Hi, I'm Frederic by the way.*

A: *Nice to meet you, Frederic. I'm Sonia. I'm from Italy.*

B: *Nice to meet you, too, Sonia! I live in Italy, too. But I'm French. My wife is Italian.*

A: *Oh, great! I'm Italian, but my family isn't. They're Spanish.*

**C SPEAK** Work in pairs. Practise your conversation.

**V** big numbers   **P** similar numbers   **G** present simple *be*: questions

## READING

**A** Work with a partner. Look at the picture in the text message below. Where is it?

**Carlos**  
Typing ...



Hi Carlos! Where am I?

Hi Lee. I don't know. Where are you?

I'm 6028 miles from home – that's 13 hours by plane.

I'm in Japan! It's amazing 😊. The picture is from my hotel window. There are thousands of people everywhere. It's always busy.

Wow! Where are you in Japan? Is the food good? Is it hot there? Tell me more!!!

I'm in Tokyo. Yes, the food is really good. There are hundreds of great restaurants 😊. Is it hot here? 😊 It's very HOT 🔥. It's 30 degrees every day 😞. How are you? Is work busy?

I'm fine. Work isn't busy – everyone is on holiday 😊. Except me!

**B READ FOR GIST** Read the messages between Carlos and Lee. Where is Lee?

**C READ FOR DETAIL** Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |  |     |
|--|-----|
| 1 Japan is far from where Carlos and Lee live. | T/F |
| 2 The picture is from Carlos's work.           | T/F |
| 3 It isn't hot where Lee is.                   | T/F |
| 4 Lee likes Japanese food.                     | T/F |
| 5 Carlos is very busy at work.                 | T/F |

## VOCABULARY

### Big numbers

- A** Match numbers (1–5) with the words (a–e).
- |             |                        |
|-------------|------------------------|
| 1 100       | a one million          |
| 2 1000      | b ten thousand         |
| 3 10,000    | c one hundred thousand |
| 4 100,000   | d one thousand         |
| 5 1,000,000 | e one hundred          |

- B** Listen and write the numbers you hear.
- 1.5
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**C SPEAK** Work in pairs. How far is Lee from home?

**D SPEAK** Work in pairs. Student A – say how far a city is from Paris. Student B – name the city. Then swap.

Paris → New York	3625 miles
Paris → Melbourne	10,427 miles
Paris → Seoul	5568 miles
Paris → Milan	529 miles
Paris → Cape Town	7965 miles

A: This city is 5568 miles from Paris.  
B: It's Seoul. This city is ...

## PRONUNCIATION

### Similar numbers

- A** Listen to part of a phone call between Carlos and Lee. Which number does Lee say?
- 1.6
- a thirteen (13)
- b thirty (30)
- B** Listen and repeat. Underline the stressed syllables in the numbers in Exercise A.
- 1.7
- C** Listen and tick (✓) the number you hear.
- 1.8
- |                               |                             |                               |                             |
|-------------------------------|-----------------------------|-------------------------------|-----------------------------|
| a 17 <input type="checkbox"/> | 70 <input type="checkbox"/> | e 16 <input type="checkbox"/> | 60 <input type="checkbox"/> |
| b 19 <input type="checkbox"/> | 90 <input type="checkbox"/> | f 14 <input type="checkbox"/> | 40 <input type="checkbox"/> |
| c 15 <input type="checkbox"/> | 50 <input type="checkbox"/> | g 18 <input type="checkbox"/> | 80 <input type="checkbox"/> |
| d 12 <input type="checkbox"/> | 20 <input type="checkbox"/> | h 13 <input type="checkbox"/> | 30 <input type="checkbox"/> |
- D** Listen again and repeat the numbers.
- 1.8

## GRAMMAR

### Present simple *be*: questions

**A WORK IT OUT** Look at the text conversation between Lee and Carlos again. Complete the table with words from the text.

Wh- questions	Yes/No questions
A: Where <sup>1</sup> _____ you?	A: <sup>5</sup> _____ the food good?
B: I <sup>2</sup> _____ in Tokyo.	B: Yes, the food <sup>6</sup> _____ really good.
A: How <sup>3</sup> _____ you?	A: <sup>7</sup> _____ it hot there?
B: I <sup>4</sup> _____ fine.	B: It <sup>8</sup> _____ very hot.

**B** Look at the table in Exercise A and complete the rules.

### Present simple *be*: questions

- We put question words *before* / *after be*.
- We put the subject *before* / *after be*.
- When we answer *yes/no* questions, we put the subject *before* / *after be*.

**C** Go to the **Grammar Hub** on page 122.

**D PRACTISE** Match the questions (1–5) with the answers (a–e).

- |                                 |                           |
|---------------------------------|---------------------------|
| 1 Where are you?                | a It's 10 hours by plane. |
| 2 How far is Mumbai from there? | b It's J230.              |
| 3 Is your city big?             | c No, I'm not.            |
| 4 Are you Egyptian?             | d Yes, it is.             |
| 5 What's your flight number?    | e I'm at the hotel.       |

**E SPEAK** Work in pairs. Write questions, adding the correct form of *be*. Take turns to ask and answer questions.

- Where / from? \_\_\_\_\_
- food good / your country? \_\_\_\_\_
- your hometown / big? \_\_\_\_\_
- your hometown / hot or cold? \_\_\_\_\_
- How far / your home / from here? \_\_\_\_\_

## LISTENING

**A LISTEN FOR GIST** Listen to Carlos and Lee talking on the phone. Where is Lee now? Choose the correct picture below.

1.9

**B LISTEN FOR DETAIL** Listen again. Number Carlos' questions in the order you hear them (1–6).

1.9

- |                             |                                   |
|-----------------------------|-----------------------------------|
| ___ Are you still in Tokyo? | ___ What's your next destination? |
| ___ Is the food good?       | ___ Where are you in China?       |
| ___ What's it like there?   | 1. ___ Where are you?             |

**C** Work in pairs. Answer the questions in Exercise B for Lee.

## SPEAKING

**A PREPARE** Choose a place. It could be your home or another place that you know. Imagine you are in that place. What is it like? Think about:

- far from here?
- hot/cold at the moment?
- busy/quiet?
- what kind of food?

**B PLAN** Use the prompts in Exercise A to make questions to ask your partner about the place he/she is in.

**C SPEAK** Work in pairs. Take turns to ask and answer questions about your places. Guess where the place is.



Ask and answer questions about a place

V everyday items G a/an and plural nouns; this, that, these, those P vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/ S reading for gist

# What's in your hand luggage?



Three travel experts talk about the things in their hand luggage when they go on a plane.

**Bruce** I don't carry a lot of luggage when I go on a plane. My bag is very small. **I have a bottle of water and tissues.** That's it. I usually sleep when I'm on a plane.

**Wei** I never use a suitcase. I put everything in my hand luggage, so there's no need to wait at baggage reclaim. My hand luggage is very heavy, but that's OK. **I have two watches.** I wear one and I put one in my bag, so I always know what time it is at home. **I travel to lots of countries.** I just want to get off the plane and leave the airport as soon as I can.

**Elif** I always have a laptop and my phone in my hand luggage when I go on a plane. **I usually have an umbrella and my keys.** Flying is a good time to do my work. I can relax at home.



## VOCABULARY

Everyday items

**A** Work in pairs. Look at the picture. Match the items in the picture (1–12) with the words in the box.

- \_\_\_ a bottle of water
- \_\_\_ a credit card
- \_\_\_ headphones
- \_\_\_ keys
- \_\_\_ a laptop
- \_\_\_ a magazine
- \_\_\_ a mobile phone
- \_\_\_ a bag
- \_\_\_ tissues
- \_\_\_ an umbrella
- \_\_\_ a wallet
- \_\_\_ a watch

**B SPEAK** Work in pairs. Tell your partner what is in your bag.

A: *What's in your bag?*

B: *My keys, a bottle of water and an umbrella.*

## READING

**A READ FOR GIST** Read *What's in your hand luggage?* What is the text about? Things people ...

- a take to work.
- b take to a party.
- c take on a plane.

### Reading for gist

When you read a text for the first time, it is important to get a general idea of what it is about. To help you, think about:

- the title of the text and the pictures
- the general topic
- key words

**B READ FOR DETAIL** Read the text again. Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 Bruce's bag is very big. T/F
- 2 Bruce takes a bottle of water and tissues on the plane. T/F
- 3 Wei never uses a suitcase. T/F
- 4 Wei always has his watch and a wallet in his bag. T/F
- 5 Elif usually has an umbrella and her keys in her hand luggage. T/F
- 6 Elif likes to relax on the plane. T/F

## GRAMMAR

a/an and plural nouns

**A WORK IT OUT** Look at the bold sentences in *What's in your hand luggage?* Underline the nouns in each sentence.

**B** Look at the nouns you highlighted in Exercise A and complete the rules.

### a/an and plural nouns

- 1 We use *a/an* with **plural / singular** nouns.
- 2 We use *a* with singular nouns that begin with a **consonant sound / vowel sound**.
- 3 We use *an* with singular nouns that begin with a **consonant sound / vowel sound**.
- 4 We add **-s / -es** to most nouns to make a plural.
- 5 We add **-s / -es** to nouns that end in **-s or -ch** to make a plural.
- 6 For nouns that end in consonant + **-y**, we cut the **-y** and add **-es / -ies**.

**C** Go to the **Grammar Hub** on page 122.

**D SPEAK** Work in pairs. Point to items in the picture in Vocabulary Exercise A. Your partner says what it is.

## LISTENING

**A SPEAK** Work in pairs. Which of these items can you take in your hand luggage?



**B LISTEN FOR GIST** Listen to two conversations at airport security. Which items from Exercise A does:

- 1 the woman have in her bag?
- 2 the man have in his bag?

**C LISTEN FOR KEY WORDS** Listen again. Complete the sentences with the correct words.

- 1 A: Excuse me, madam. Is this your \_\_\_\_\_?  
B: Yes, it is.
- 2 A: OK. You can go. Oh, wait! Are these your \_\_\_\_\_?  
B: Oh, yes, they are! Thank you so much!
- 3 A: Excuse me, sir. Is that your \_\_\_\_\_?  
B: Yes, it is.
- 4 A: Are those your \_\_\_\_\_?  
B: No, they aren't. I think they belong to that family over there.

## PRONUNCIATION

Vowel sounds: /ɪ/ /æ/ /i:/ /əʊ/

**A** Listen carefully and notice the vowel sounds. Then listen again and repeat.

- /ɪ/ this, kiss, sit
- /i:/ these, key, tree
- /æ/ that, hat, cat
- /əʊ/ those, toes, nose

**B SPEAK** Work in pairs. Practise the conversations in Listening Exercise C.

## GRAMMAR

this, that, these, those

**A WORK IT OUT** Look at the pictures. Match the situations (1–4) from Listening Exercise C with the pictures (a–d).



**B** Choose the correct words to complete the rules.

### this, that, these, those

- 1 We use *this / that* to talk about a singular noun that's near.
- 2 We use *this / that* to talk about a singular noun that isn't near.
- 3 We use *these / those* to talk about a plural noun that is near.
- 4 We use *these / those* to talk about a plural noun that isn't near.

**C** Go to the **Grammar Hub** on page 122.

## SPEAKING HUB

**A** Work in pairs. Imagine you are going on holiday. Draw six everyday items to take with you.


**B PLAN** Work alone. Choose three of the items in Exercise A to take in your hand luggage.

**C DISCUSS** Imagine you are at airport security. Try to find out what is in your partner's hand luggage. Follow these steps:

**Student A** – Point to a picture in Exercise A and ask a question with *Is this / Are these your ...?*

**Student B** – Answer Student A's question.

**Student A** – Keep asking questions until you know which three items are in your partner's bag.

Talk about everyday items

### COMPREHENSION

**A** Watch the video. Complete the information about each person in the photo captions below.

**B** Write a question about each person in Exercise A.

- How old is Sam?
- Where is Gaby from?
- Is Milly married?

**C SPEAK** Work in pairs. Close your books and ask each other your question from Exercise B.

- A: How old is Sam?  
B: He's 34.



### FUNCTIONAL LANGUAGE

Greeting people and making introductions

**A** Complete the phrases with the words in the box.

bad fine Hi meet morning See too you

Say hello	Greet people + reply
Hello.	How are you?
1 <u>Hi</u> .	Not too 3 _____.
Hey!	I'm 4 _____, thanks.
Good 2 _____.	Very well, thanks.
Good afternoon.	
Good evening.	
Introduce people + reply	Say goodbye
This is ...	Bye.
This is my friend ...	See 7 _____.
It's nice to 5 _____ you.	See you soon.
Nice to meet you, 6 _____.	8 _____ you later.

**B** Watch the first part of the video again. Check your answers to Exercise A.



MILLY



SAM



NEENA



ZAC



GABY

### USEFUL PHRASES

**A** Match the useful phrases (1–3) with the replies (a–c).

- |                        |   |
|------------------------|---|
| 1 What would you like? | a Thanks.                               |
| 2 That's £2, please.   | b Can I have a croissant to go, please? |
| 3 Take a seat.         | c Here you go.                          |

**B** Watch part of the video again and check your answers to Exercise A.

### PRONUNCIATION

Word stress

**A** Watch part of the video again and read the conversation. Notice that the underlined words are stressed.

**Neena:** Good morning. How are you Sam?

**Sam:** Not too bad. How are you?

**Neena:** I'm fine, thanks. This is my friend, Milly.

**Sam:** Hi Milly. Nice to meet you.

**Milly:** Nice to meet you, too.

**B** Watch again and repeat the conversation. Copy the word stress.

**C SPEAK** Work in groups of three. Practise the conversation in Exercise A. Remember to use the correct stress.

### SPEAKING

**A PREPARE** Walk around the class. Introduce yourself to your classmates.

- A: Hello, I'm Andreas. It's nice to meet you.  
B: It's nice to meet you, too.

**B DISCUSS** Work in pairs. Walk around the class. Greet the people you know and introduce your partner.

- A: Hello, I'm Andreas. It's nice to meet you.  
B: It's nice to meet you, too.  
A: This is Nadia.

**C PLAN** You're going to record a 'selfie' presentation. Make notes about what you want to say. Then record it.

#### Introducing

Hi! My name's ...	I'm ...
My friends call me ...	I'm from ...
I'm single/married ...	I'm a ...

**D PRESENT** Work in groups. Compare your presentations.



**F** Greet people and make introductions

Turn to page 160 to learn how to fill in a form with personal details.

## VOCABULARY

**A** Complete the table with the correct countries and nationalities.

Country	Nationality
Brazil	1 _____
2 _____	Chinese
3 _____	Egyptian
India	4 _____
Japan	5 _____
6 _____	Portuguese
Sweden	7 _____
The UK	8 _____

**B** Correct the mistakes in each sentence.

- Tokyo is the capital of Japanese.
- IKEA is a Sweden company.
- My father's from Hanoi in Vietnamese.
- I'm from New York, in USA.
- I love Switzerland chocolate!

**C** Match the words (1–8) with the numbers (a–h).

- |                            |             |
|----------------------------|-------------|
| 1 one million              | a 500,000   |
| 2 five hundred and ten     | b 510       |
| 3 fifty-five thousand      | c 5002      |
| 4 one thousand two hundred | d 1,000,000 |
| 5 five hundred thousand    | e 1200      |
| 6 one hundred thousand     | f 55,000    |
| 7 five thousand and two    | g 250       |
| 8 two hundred and fifty    | h 100,000   |

**D** Complete the everyday items with *a, e, i, o* or *u*.

- h e \_ a d p h o n e s
- a c r \_ d \_ t c \_ r d
- m \_ n \_ y
- a m \_ b \_ l \_ p h \_ n \_
- a b \_ t t l \_ of w \_ t \_ r
- a w \_ t c h
- a b \_ x of t \_ s s \_ s
- a l \_ p t \_ p
- a m \_ g \_ z \_ n \_
- a w \_ l l \_ t

**E SPEAK** Work in pairs. Discuss the questions.

- Where are you from?
- How old are you?
- What nationality are your parents?
- What's the capital of your country?
- What's in your bag?

## GRAMMAR

**A** Choose the correct words to complete the sentences.

- I 'm / 's from the USA.
- We 's / 're Russian.
- They *isn't* / *aren't* married.
- You 's / 're my friend.
- She *isn't* / *aren't* American.
- He 'm / 's 36 years old.
- I *isn't* / *'m not* from Sweden.

**B** Write questions and short answers.

- you / Japanese  
 \_\_\_\_\_ (?) \_\_\_\_\_ (+)  
*Are you Japanese? Yes, I am.*
- they / students  
 \_\_\_\_\_ (?) \_\_\_\_\_ (+)
- he / German  
 \_\_\_\_\_ (?) \_\_\_\_\_ (-)
- she / 18 years old  
 \_\_\_\_\_ (?) \_\_\_\_\_ (+)
- you / married  
 \_\_\_\_\_ (?) \_\_\_\_\_ (-)

**C** Match the questions (1–4) with the answers (a–d).

- |                       |                    |
|-----------------------|--------------------|
| 1 What's your name?   | a Oakland.         |
| 2 How old are you?    | b It's in the USA. |
| 3 Where are you from? | c Susan.           |
| 4 Where's that?       | d 26.              |

**D** Complete the text with *a, an* or *–* (no article).

This is my bag. I usually carry <sup>1</sup> \_\_\_\_\_ apple, <sup>2</sup> \_\_\_\_\_ mobile phone and <sup>3</sup> \_\_\_\_\_ keys. Oh, and <sup>4</sup> \_\_\_\_\_ credit card!

**E** Choose the correct words to complete the sentences.

- Is *this* / *these* your phone?
- That* / *Those* aren't my keys.
- That* / *Those* 's my book.
- Are *this* / *these* your sunglasses?

## FUNCTIONAL LANGUAGE

**A** Complete the conversation with the words in the box.

from Good Hi meet small Where

- A: <sup>1</sup> \_\_\_\_\_ . I'm Andreas.  
 B: Nice to <sup>2</sup> \_\_\_\_\_ you, Andreas. I'm Tia.  
 A: <sup>3</sup> \_\_\_\_\_ to meet you, too, Tia.  
 B: <sup>4</sup> \_\_\_\_\_ are you from, Andreas?  
 A: Switzerland. I live in a <sup>5</sup> \_\_\_\_\_ village near Zurich.  
 B: Really? I'm <sup>6</sup> \_\_\_\_\_ Chicago, but I live in Paris.

**B** Work in pairs. Practise the conversation in Exercise A. Use your own information.

## 1.1 Present simple *be*: positive and negative

	Positive	Negative
I	I <b>am</b> in this class. I'm in this class.	I <b>am not</b> in this class. I'm <b>not</b> in this class.
he/she/it	<b>She is</b> South Korean. <b>She's</b> South Korean.	<b>He is not</b> South Korean. <b>He isn't</b> South Korean.
you/we/they	<b>They are</b> from Japan. <b>They're</b> from Japan.	<b>We are not</b> from Japan. <b>We aren't</b> from Japan.

- We use *be* to talk about states, facts and personal details, e.g. name, nationality, age or status.
- We use a noun or subject pronoun (*I, you*, etc) before the verb *be*.

*He's South Korean. NOT Is South Korean.*

## 1.2 Present simple *be*: questions

Question	Positive short answer	Negative short answer
<b>Am I</b> in this class?	Yes, <b>you are</b> .	No, <b>you aren't</b> .
<b>Are you</b> married?	Yes, <b>I am</b> .	No, <b>I'm not</b> .
<b>Is he/she/it</b> French?	Yes, <b>he/she/it is</b> .	No, <b>he/she/it isn't</b> .
<b>Are we</b> in this class?	Yes, <b>you/we are</b> .	No, <b>you/we aren't</b> .
<b>Are you</b> married?	Yes, <b>we are</b> .	No, <b>we aren't</b> .
<b>Are they</b> friends?	Yes, <b>they are</b> .	No, <b>they aren't</b> .

- In questions, the subject pronoun (*I, you*, etc) comes after the verb *be*.

*Am I in this class? NOT I am in this class?*

## 1.3 *a/an* and plural nouns; *this, that, these, those*

- We use *a/an* with singular nouns.
- We use *a* with nouns that begin with a consonant sound (e.g. *s, w*) and *an* with nouns with a vowel sound (*a, e, i, o, u*).

a	a sandwich a wallet
an	an email an airport

- We don't use *a* or *an* with plural nouns.

	Singular	Plural
Add <b>-s</b> .	pen	pens
Add <b>-es</b> to nouns that end <b>-s</b> or <b>-ch</b> .	address watch	addresses watches
Change <b>-y</b> after a consonant to <b>-ies</b> .	country nationality	countries nationalities
Some nouns are irregular.	man child person	men children people

- We often use contractions when we speak.  
*I am 20 years old. → I'm 20 years old.*
- In the negative contraction, we can also say: *You're not, He's not, She's not*, etc.  
*She isn't 24 years old. OR She's not 24 years old.*

### Be careful!

- We use *you* for one person and more than one person.  
*Tony, you're in this class.*  
*Tony and Paola, you're in this class.*

- In negative short answers we can also say: *No, you're not, No, he's not, No, she's not*, etc.

### Be careful!

- In positive short answers, we don't use contractions.  
*Yes, she is. NOT Yes, she's.*

### Question word + *be* + subject + ?

Age	<b>How old are</b> you?
Place	<b>Where are</b> you from?
Thing	<b>What's</b> your name?

	<b>this</b>	With a singular noun that's near	<b>This</b> is my bag here.
	<b>that</b>	With a singular noun that's far	<b>That</b> is Paola's bag over there.
	<b>these</b>	With a plural noun that's near	<b>These</b> are our bags here.
	<b>those</b>	With a plural noun that's far	<b>Those</b> are your bags over there.

- In questions, the verb *be* comes before *this, that, these* or *those*.  
*Is that your bag over there? NOT That is your bag over there?*

1.1 Present simple be: positive and negative

A Choose the correct form of *be* for each subject.

- 1 I *am / is / are*      4 they *am / is / are*
- 2 you *am / is / are*    5 she *am / is / are*
- 3 it *am / is / are*      6 we *am / is / are*

B Choose the correct form of *be* for each subject.

- 1 I am Italian.
- 2 We are married.
- 3 She is my friend.
- 4 It is 20 years old.
- 5 You are in class 4A.
- 6 Asim and Akil are Egyptian.

C Rewrite the sentences in the positive and negative. Use contractions.

	POSITIVE (+)	NEGATIVE (-)
1 He is sorry.	<u>He's sorry.</u>	<u>He isn't sorry.</u>
2 They are friends.	_____	_____
3 We are from Turkey.	_____	_____
4 You are famous!	_____	_____
5 It is Spanish.	_____	_____
6 She is in this class.	_____	_____

➤ Go back to page 3.

1.2 Present simple be: questions

A Use the prompts to write questions and short answers.

- 1 you / married  
Are you married (?) No, I'm not. (-)
- 2 your hometown / nice  
\_\_\_\_\_ (?) \_\_\_\_\_ (+)
- 3 they / your new shoes  
\_\_\_\_\_ (?) \_\_\_\_\_ (+)
- 4 he / in a relationship  
\_\_\_\_\_ (?) \_\_\_\_\_ (-)
- 5 you / Turkish  
\_\_\_\_\_ (?) \_\_\_\_\_ (-)
- 6 you / a student  
\_\_\_\_\_ (?) \_\_\_\_\_ (+)

B Write *be* in the present simple in each gap.

- 1 What is your favourite food?
- 2 Where \_\_\_\_\_ you from?
- 3 How old \_\_\_\_\_ you?
- 4 What \_\_\_\_\_ your flight number?
- 5 Where \_\_\_\_\_ Max from?
- 6 How old \_\_\_\_\_ Cara?

➤ Go back to page 5.

1.3 a/an and plural nouns; *this, that, these, those*

A Complete the sentences with *a* or *an*.

- 1 MSU is a university in Moscow.
- 2 Take \_\_\_\_\_ umbrella – it's raining!
- 3 Tonya is \_\_\_\_\_ French student.
- 4 Send me \_\_\_\_\_ email later.
- 5 Mexico is \_\_\_\_\_ country in South America.
- 6 This is \_\_\_\_\_ example.

B Complete the sentences with the plural form of the nouns in bold.

- 1 Are these your keys? **key**
- 2 There are two \_\_\_\_\_ for you. **sandwich**
- 3 Where are my \_\_\_\_\_? **headphone**
- 4 Harvard and Stanford are \_\_\_\_\_ in the USA. **university**
- 5 He has six different \_\_\_\_\_! **watch**
- 6 Poland and Sweden are \_\_\_\_\_ in Europe. **country**

C Look at pictures (1–6) and choose the correct words to complete the sentences.



1 Is **this / that / those** your wallet?



4 Are **these / those / that** bags yours?



2 **Those / These / This** are my sunglasses.



5 **This / These / Those** suitcase is really heavy!



3 **This / Those / These** are my sandwiches.



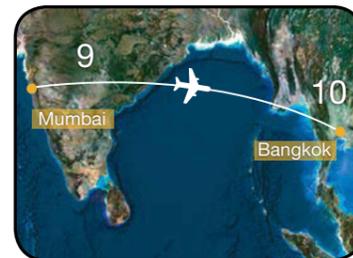
6 Is **those / that / this** your pen?

➤ Go back to page 7.

1.1 Countries and nationalities

A Match countries (1–12) with the words in the box.

- Brazil Chile China Egypt France
- India Italy Japan Portugal
- Spain Thailand Turkey



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_

B Complete the table with the words in the box.

- British Greek Russia Poland South Korean
- Swedish Switzerland Vietnamese

Country	Nationality
Colombia	Colombian
South Korea	1 <u>South Korean</u>
2 _____	Russian
_____	-ish
Finland	Finnish
3 _____	Polish
Sweden	4 _____
_____	-ese
Sudan	Sudanese
Vietnam	5 _____
_____	Other
The Netherlands	Dutch
Greece	6 _____
7 _____	Swiss
the UK	8 _____

➤ Go back to page 2

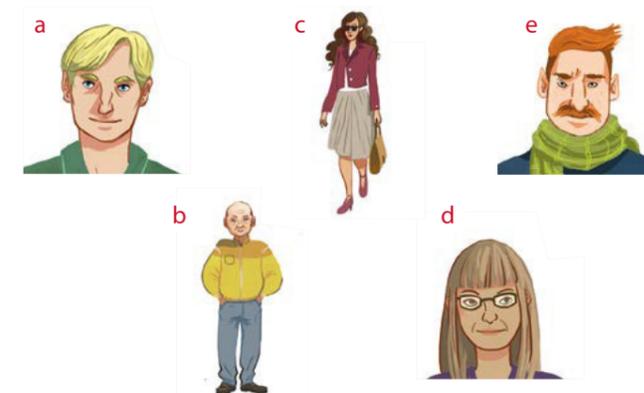
2.2 Describing appearance

A Complete the table with the words in the box.

- bald a beard glasses large
- a moustache short slim tall

Face / head:	_____
Height:	_____
Build:	_____

B Match the descriptions (1–5) with the pictures (a–e).



- 1 She's tall and has got curly hair. \_\_\_\_\_
- 2 She's got long, straight hair and glasses. \_\_\_\_\_
- 3 He's got red hair and a moustache. \_\_\_\_\_
- 4 He's got fair hair and blue eyes. \_\_\_\_\_
- 5 He's short and bald. \_\_\_\_\_

➤ Go back to page 14

W capital letters

A Look at the visitor card. Where would you fill in a card like this?

- a At a university
- b On a plane
- c At work

B Complete the visitor card with the words in the box.

07713 8765543 1997 10 months  
Poland Polish student

**Visitor card**

Family name: Kowalska  
 Given name(s): Marta Irena  
 Nationality: Polish  
 Date of birth: day 10 month 03  
 year                      
 Country of birth:       
 Occupation:       
 Passport number: Z5 0067389  
 Address in the UK: 24 Bridge Street, Leeds, LS5 7RT  
 Email: mkowalska23@polemail.com  
 Phone number:                                
 What is the main reason for your visit?  
 business / tourism / other  
I am here to do a course at a university in Leeds.  
 Duration of visit:                    

C Complete the rules in the box with words from the visitor card in Exercise B.

Capital letters

You use capital letters for:

- the names of countries Poland
- the names of towns and cities
- nationalities
- people's names
- the personal pronoun 'I'

D Look at the student registration form. Find and correct five mistakes with capital letters.

**Student registration**

Family name: punte  
 Given name(s): Ricardo  
 Nationality: mexican  
 Date of birth: day 17 month 02  
 year 1997  
 Country of birth: usa  
 Occupation: student  
 Address in the UK: 11 Lark Close, London, SW5 9JT  
 Email: m.punte@hotmail.com  
 Phone number: 07665 456829  
 What is the main reason for studying English?  
 business / tourism / other  
i want to study at university in the UK.  
 Duration of visit: 2 weeks

WRITING

Imagine you are on a plane. Complete the visitor card. Remember to use capital letters correctly.

**Visitor card**

Family name:       
 Given name(s):       
 Nationality:       
 Date of birth: day      month       
 year                      
 Country of birth:       
 Occupation:       
 Passport number:                                          
 Address in the UK:       
 Email:       
 Phone number:                                                    
 What is the main reason for your visit?  
 business / tourism / other  
I am here to do a course at Leeds University.  
 Duration of visit:                    

UNIT 1

1.1 Lesson 1.1, Listening, Exercise A  
H = Helen V = Veronica P = Pilot

H: Excuse me, is this row 15?  
 V: Yes. I'm in seat 15A.  
 H: My seat is 15B. Hi, I'm Helen.  
 V: Nice to meet you. I'm Veronica Martinez.  
 H: That's a nice name. I like Spanish names.  
 V: Thanks, but I'm not Spanish. I'm Mexican. I'm from Mexico. Where are you from?  
 H: I'm Canadian, but I live in Mexico. My company's office is in Mexico City.  
 P: Good morning, ladies and gentlemen. This is the 9.45 flight to Mexico City ...

1.9 Lesson 1.2, Listening, Exercise A  
L = Lee C = Carlos

L: Hello?  
 C: Hi, Lee, it's Carlos. Where are you? Are you still in Tokyo?  
 L: Oh, hi, Carlos! No, I'm not. I'm 1300 miles from Tokyo. I'm in China now.  
 C: Wow! Where are you in China?  
 L: I'm in Beijing.  
 C: Cool. What's it like there?  
 L: It's very busy in the centre. There are lots of new buildings and long streets. It's a big city.  
 C: Is the food good?  
 L: Yes, it is. I really like Chinese food.  
 C: What's your next destination?  
 L: I don't know. Maybe Shanghai, or maybe the countryside.  
 C: Sounds fun! Send me more photos!  
 L: I will!

1.10 Lesson 1.3, Listening, Exercise B  
N = Narrator G = Guard  
W = Woman M = Man

N: 1  
 G: Excuse me, madam. Is this your bag?  
 W: Yes, it is.  
 G: I need to look inside. Oh, is this a bottle of water?  
 W: Yes, it is.  
 G: Sorry, bottles aren't allowed.

W: Oh, of course. I'm sorry.  
 G: Is there a laptop or a phone in this bag?  
 W: No, there isn't.  
 G: OK. You can go. Oh, wait! Are these your keys?  
 W: Oh, yes, they are. Thank you so much!  
 N: 2  
 G: Excuse me, sir. Is that your bag?  
 M: Yes, it is.  
 G: Can you bring it here, please.  
 M: Sure.  
 G: Is your phone in this bag?  
 M: Yes, it is.  
 G: You need to take it out, please.  
 M: Oh, OK.  
 G: Thank you ... One more thing ...  
 M: Yes?  
 G: Are those your bags?  
 M: No, they aren't. I think they belong to that family over there.  
 G: I see. You can go.

UNIT 2

2.5 Lesson 2.2, Listening, Exercise B  
W = Woman

W: My brother doesn't look like me. We've both got long red hair, but everything else is different. He's short, and I'm not. I'm very slim, but he isn't. He's got glasses. I haven't. And he's got a beard. I definitely haven't got a beard.

2.7 Lesson 2.3, Listening, Exercise A  
F = Fiona K = Keisha

F: I like this picture.  
 K: This is on our first day. These are the people in my study group.  
 F: Everyone looks so happy.  
 K: Yes. They're all really friendly and lovely.  
 F: Fantastic! So, who is who?  
 K: The girl with dark, curly hair is Zoe. She's my best friend. She's a very funny person.  
 F: Are any of your flatmates in this picture?  
 K: Yes! Jody is my flatmate. She's got long hair.  
 F: Has she got black hair?

K: No, that's Alice. She's quite quiet, but I like her. This is Jody – she's got long, blond hair.  
 F: Is she tidy? It's good to have tidy flatmates.  
 K: Yes, she is. She's quite serious and very tidy! I'm the messy one in our flat!

UNIT 3

3.1 Lesson 3.1, Listening, Exercise B  
T = Tom V = Venus

T: Hello, and welcome to Twenty-Two Minutes with me, Tom Fenn. Our guest today is Venus Mack, who is phoning in from California. Good morning, Venus.  
 V: Hey, Tom. Hey, UK. Good evening from Los Angeles.  
 T: You have two minutes to tell us about your typical day.  
 V: OK, well, my name's Venus Mack, I'm 25 years old and I'm a late night DJ for a radio station here in L.A.! I live in a small house, and – uh – a typical day? My day is unusual because I get up at four o'clock in the afternoon. That's right! Four pm. So, first, I go for a long run. My dog, Bowie, comes, too. Then, I go home, have a shower and have breakfast – breakfast at 6 pm, right? – it's usually fruit and coffee. I leave home at around 6.30. I go to work by car. Everyone drives here in L.A.! I get to work at 8 pm. I love my job! I meet a lot of musicians, and some of them are on my show. This week it's a band – from the UK – called Reuben. My show starts at 10 pm and ends at 2 am. After the show, I work with my producer, Joel, and prepare for the next show. I finish work at 6 am and then I go to a café and have coffee with friends, and maybe some dinner, and then I go home to give Bowie his breakfast. I go to bed at around 9 am.  
 T: Fantastic! Thanks, Venus.

3.4 Lesson 3.2, Listening, Exercise B  
I = Ian A = Ali

I: So, are you ready for screen-free week, Ali?  
 A: Screen what?